



# Analyzing Perspectives

## Teacher Rubric

Rubrics for teacher assessment for Analyzing Perspectives (Grades 9 – 12)

**Analyzing perspectives is the process of identifying multiple perspectives on an issue and examining the reasons or logic behind each.**

A. *Identifies points of disagreement about an issue.*

4. Identifies explicit points of disagreement as well as implicit points of disagreement that are not obvious but are the underlying cause of conflict.
3. Identifies explicit points of disagreement.
2. Identifies some explicit points of disagreement, but identifies other elements as points of disagreement that are not.
1. Identifies elements of an issue as points of disagreement that are not.

B. *Identifies and articulates one perspective on points of disagreement.*

4. Accurately identifies one perspective and articulates it with details that demonstrate an in-depth, thorough understanding of that perspective.
3. Accurately identifies one perspective and articulates it with enough detail to demonstrate a basic understanding of that perspective.
2. Identifies and articulates one perspective with few details or in a way that demonstrates some confusion or limited understanding of that perspective.
1. Identifies and articulates one perspective in a way that demonstrates significant confusion and/or a lack of understanding of that perspective.

C. *Articulates the reasons or logic underlying the perspective.*

4. Accurately articulate the key reasons or logic underlying a perspective, but also articulates reasons or logic that are most subtle or that have only been implied.
3. Accurately identifies the key reasons or logic underlying a perspective.
2. Articulates only the most obvious reasons or logic underlying a perspective and/or demonstrates some confusion or misunderstanding about the reasons or logic.
1. Simply restates or paraphrases the perspective or articulates reasons or logic that demonstrate significant confusion.

D. *Identifies a different perspective and articulates the reasons and logic underlying it.*

As the student identifies a perspective, he or she should use rubrics for steps b and c for each perspective.

Adapted from McREL Institute